

Money Makes the World Go Around

Interdisciplinary Unit for Grades 3–5

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Description

This economics unit includes inquiry, framed with strong reading/writing connections that lead to a variety of collaborations, conversations, and presentations of knowledge and ideas. Embedded in these learning activities is an emphasis on developing language and foundational skills. As a result, this unit encompasses many of the ELA Common Core State Standards (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Students will engage in close reading of fiction and nonfiction texts that include an emphasis on key ideas and details, the author's craft/text structure, and integration of knowledge and ideas. Students will also engage in a range of writing throughout the unit. They will conduct research, write informative paragraphs, complete impromptu writing to exhibit understanding of concepts, write narrative responses to reading, write a poem, write in a journal/learning log, write an advertisement, and write a business plan. To deepen understandings of content, students will engage in a variety of groupings, such as paired readings, small-group book clubs, and whole-class grand conversations. In addition to contributing to discussions, students will also present their perspectives via presentations, such as

Readers Theatre, poetry dramatizations, and a commercial to advertise their business. Throughout these activities, students will develop understandings of vocabulary and effective use of language conventions. They will also develop fluency through repeated readings of text, such as poetry and sharing passages from the book club books. The culminating project, the Young Entrepreneurs' Emporium, will highlight students' understandings and will also include engagement in all of the language arts.

This integrated unit focusing on economics is designed to develop the following enduring understandings:

1. Economics is the study of how decisions are made and the impact of these decisions.
2. People have unlimited wants but only limited resources, so everyone must make economic choices.
3. Money is an essential component of an economy.
4. We are part of an interdependent world economy.
5. Economies at the local, state, and national level change over time.
6. Economic changes happen one person and one community at a time.

Unit Overview

Week	Grouping	Central Ideas	Objectives: Essential Questions	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
1	Individual, pairs, small groups, whole group	Interdependent world economy	1. What is economics? 2. How do resources impact our needs and wants? 3. Why is money an essential component of an economy? 4. How is the world economy interdependent? 5. How have economies changed over time?	Students will help create a Readers Theatre script that explains how a chocolate chip cookie represents interdependence.	RL3.1 W3.1 L3.1 L4.4 RL3.2 W3.2 L3.2 L4.5 RL3.3 W4.1 L3.3 L4.6 RL3.4 W4.2 L3.4 L5.1 RL4.1 W5.1 L3.5 L5.2 RL4.2 W5.2 L3.6 L5.3 RL4.3 L4.1 L5.4 RL4.4 SL3.1 L4.2 L5.5 RL5.1 SL3.2 L4.3 L5.6 RL5.2 SL3.3 RL5.3 SL3.6 RL5.4 SL4.1 SL4.2 RF3.3 SL4.3 RF3.4 SL4.6 RF4.3 SL5.1 RF4.4 SL5.2 RF5.3 SL5.3 RF5.4 SL5.6 Indiana Social Studies Standards • Grade 3 Economics • Grade 4 Economics • Grade 5 Economics	<i>All in Just One Cookie</i> Contemporary Realistic Fiction text set Biography text set
2	Individual, pairs, small groups, whole group	Economic changes	1. What is economics? 2. How do resources impact our needs and wants? 3. Why is money an essential component of an economy? 4. How is the world economy interdependent? 5. How have economies changed over time?	Students will analyze the experiences of entrepreneurs, focusing on common character traits, challenges, and successes. They will also identify examples of economics terminology.	RI3.1 W4.1 L5.4 SL3.5 RI3.2 W4.2 L5.5 SL3.6 RI3.3 W4.7 L5.6 SL4.1 RI3.4 W4.8 SL4.2 RI3.5 W4.9 RL 3.1 SL4.3 RI3.7 W5.1 RL3.3 SL4.5 RI3.9 W5.2 RL3.5 SL4.6 RI4.1 W5.7 RL3.10 SL5.1 RI4.2 W5.8 RL4.1 SL5.2 RI4.3 W5.9 RL4.3 SL5.3 RI4.4 RL4.10 SL5.5 RI4.5 L3.1 RL5.1 SL5.6 RI4.7 L3.2 RL5.3 RI4.9 L3.3 RL5.10 RF3.4 RI5.1 L3.4 RF4.4 RI5.2 L3.5 SL3.1 RF3.4b RI5.3 L3.6 SL3.2 RF4.4b RI5.4 L4.1 SL3.3 RF5.4b RI5.5 L4.2 RI5.7 L4.3 RI5.9 L4.4 L4.5 W3.1 L4.6 W3.2 L5.1 W3.7 L5.2 W3.8 L5.3 Indiana Social Studies Standards • Grade 3 Economics • Grade 4 Economics • Grade 5 Economics	<i>Rickshaw Girl</i> Picture Book Biography text set Collect Biographies text set Poetry Anthologies text set

(continued)

Unit Overview (Continued)

Week	Grouping	Central Ideas	Objectives: Essential Questions	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
3	Individual, pairs, small groups, whole group	Making sense of money	<ol style="list-style-type: none"> 1. What is economics? 2. How do resources impact our needs and wants? 3. Why is money an essential component of an economy? 4. How is the world economy interdependent? 5. How have economies changed over time? 	Students will make connections between a nonfiction text about economics with picture books that feature an entrepreneur.	RL3.1 L3.4 RI4.4 W3.2 RL3.3 L3.5 RI4.5 W3.3 RL4.1 L3.6 RI4.7 W3.4 RL4.3 L4.1 RI5.1 W3.5 RL5.1 L4.2 RI5.2 W3.6 RL5.3 L4.3 RI5.3 W4.2 L4.4 RI5.4 W4.3 SL3.1 L4.5 RI5.5 W4.4 SL3.2 L4.6 RI5.7 W4.5 SL3.3 L5.1 W4.6 SL3.5 L5.2 RF3.3 W5.2 SL3.6 L5.3 RF3.4 W5.3 SL4.1 L5.4 RF4.3 W5.4 SL4.2 L5.5 RF4.4 W5.5 SL4.3 L5.6 RF5.3 W5.6 SL4.5 RF5.4 SL4.6 SL5.1 RI3.1 Indiana Social Studies Standards SL5.2 RI3.2 • Grade 3 Economics SL5.3 RI3.3 • Grade 4 Economics SL5.5 RI3.4 • Grade 5 Economics SL5.6 RI3.5 L3.1 RI3.7 L3.2 RI4.1 L3.3 RI4.2 RI4.3	<i>Show Me the Money</i> Fiction Picture Books text set
4	Individual, whole group	Economic choices	<ol style="list-style-type: none"> 1. What is economics? 2. How do resources impact our needs and wants? 3. Why is money an essential component of an economy? 4. How is the world economy interdependent? 5. How have economies changed over time? 	Students will use leveled nonfiction texts to study how resources are used to make products. Using text features will be emphasized.	RI3.1 RF4.4 SL4.1 L3.5 RI3.2 RF5.3 SL4.2 L3.6 RI3.3 RF5.4 SL4.3 L4.1 RI3.4 SL4.5 L4.2 RI3.5 W3.2 SL4.6 L4.3 RI3.7 W3.4 SL5.1 L4.4 RI4.1 W3.5 SL5.2 L4.5 RI4.2 W3.6 SL5.3 L4.6 RI4.3 W4.2 SL5.5 L5.1 RI4.4 W4.4 SL5.6 L5.2 RI4.5 W4.5 L5.3 RI4.7 W4.6 L3.1 L5.4 RI5.1 W5.2 L3.2 L5.5 RI5.2 W5.4 L3.3 L5.6 RI5.3 W5.5 L3.4 RI5.4 W5.6 RI5.5 RI5.7 SL3.1 Indiana Social Studies Standards SL3.2 • Grade 3 Economics RF3.3 SL3.3 • Grade 4 Economics RF3.4 SL3.5 • Grade 5 Economics RF4.3 SL3.6	Nonfiction text sets <i>"Providing Goods"</i>

Texts

A variety of quality children's literature is embedded throughout the unit in various genres to help students uncover the answers to the essential questions. We included a variety of choices to encompass grades 3 through 5.

Whole-Class Interactive Read-Alouds: Various Genres

- Brittain, B. (1992). *All the money in the world*. New York: HarperCollins Children's Books.
- Goodman, S. (2006). *All in just one cookie*. New York: Greenwillow Books.
- Perkins, M. (2008). *Rickshaw girl*. Watertown, MA: Charlesbridge Publishing.
- Stanley, J. (2000). *Hurry freedom: African Americans in gold rush California*. New York: Crown Books for Young Readers.
- Winter, J. (2010). *Here comes the garbage barge*. Bel Air, CA: Schwartz & Wade.

Guided Book Clubs: Contemporary Realistic Fiction

- Conford, E. (1991). *What's cooking, Jenney Archer?* New York: Little, Brown Books for Young Readers.
- Davies, J. (2009). *The lemonade war*. New York: Houghton Mifflin Company.
- Paulsen, G. (2009). *Lawn boy*. New York: Random House.
- Merrill, J. (2006). *The toothpaste millionaire*. New York: Houghton Mifflin Company.
- Clements, A. (2007). *Lunch money*. New York: Simon & Schuster Books.

Guided Reading Book Clubs: Biography

- Adler, D.A. (1999). *A picture book of George Washington Carver*. New York: Holiday House.
- Bolden, T. (2008). *George Washington Carver*. New York: Harry N. Abrams.
- Carlson, L. (1998). *Boss of the plains: The hat that won the West*. New York: Penguin Group USA.
- Carter, A. & Saller, C. (2000). *George Washington Carver*. Minneapolis, MN: Millbrook Press.
- Finkelstein, N. (1997). *With heroic truth: The life of Edward R. Murrow*. Lincoln, NE: iUniverse Inc.
- Fleming, C. (2009). *The great and only Barnum: The tremendous, stupendous life of showman P. T. Barnum*. Bel Air, CA: Schwartz & Wade.

- Grigsby, S. (2010). *In the garden with Dr. Carver*. China: Albert Whitman & Company.
- Holub, J. (2010). *Who was Jim Henson?* New York: Penguin Group.
- Kent, Z. (1999). *Andrew Carnegie: Steel king and friend to libraries*. Berkeley Heights, NJ: Enslow Publishers.
- Lasky, K. (2000). *Vision of beauty: The story of Sarah Breedlove Walker*. Sommerville, MA: Candlewick.
- Lasky, K. (2006). *John Muir: America's first environmentalist*. Sommerville, MA: Candlewick.
- Turner, G. (2010). *Fort Mose: And the story of the man who built the first free black settlement in colonial America*. New York: Harry N. Abrams.
- McCully, E.A. (2006). *Marvelous Mattie: How Margaret E. Knight became an inventor*. Hagerstown, MD: Phoenix Color Corporation.
- McKissack, P. C. & McKissack, F. L. (1992). *Madam C. J. Walker: Self-made millionaire*. Berkeley Heights, NJ: Enslow Elementary.
- Mortenson, G. (2009). *Three cups of tea*. New York: Puffin Group.
- Pollark, P. (2012). *Who was Steve Jobs?* New York: Penguin Group.
- Stewart, W. (2009). *Who was Walt Disney?* New York: Penguin Group.

Whole-Class Guided Reading: Informational Text

- Hall, A. (2008). *Show me the money: How to make cents of economics*. New York: DK Children.

Whole-Class or Small-Group Interactive Read-Alouds: Fiction Picture Books

- Bair, S. (2011). *Isabel's car wash*. Park Ridge, IL: Albert Whitman & Company.
- Cheng, A. (2003). *Anna the bookbinder*. London, England: Walker Children's.
- Chinn, K. (1997). Van Wright, C. & Ying-Hwa Hu, *Sam and the lucky money*. New York: Lee & Low Books.
- Cohen, P. (1989). *Olson's meat pies*. Geneseo, NY: R and S Book.
- Howard, G. (2002). *A basket of bangles: How a business grows*. Brookfield, CT: Millbrook Press.
- Jenkins, M. (2012). *Lemonade in winter: A book about two kids counting money*. New York: Schwartz & Wade.
- Kelly, B. (1990). *Mother Grumpy's dog biscuits: A true tail*. New York: Henry Holt & Co.

- Mitchell, M.K. (1993). *Uncle Jed's barbershop*. New York: Aladdin Paperbacks.
- Park, F. & Park, G. (2008). *The have a good day café*. New York: Lee and Low Books.
- Ryan, D.D. (2000). *Grandpa's corner store*. New York: HarperCollins.
- Saltzberg, B. (1994). *This is a great place for a hot dog stand*. New York: Hyperion.

Whole-Class or Small-Group Interactive Read-Alouds: Picture Book Biographies

- Barasch, L. (2007). *Hiromi's hands*. New York: Lee & Low Books
- Barton, C. (2009). *The day-glo brothers: The true story of Bob and Joe Switzer's bright ideas and brand-new colors*. Watertown, MA: Charlesbridge.
- Kamkwamba, W. & Mealer, B. (2010). *The Boy Who Harnessed the Wind*. New York: HarperCollins.
- Martin, J.B. (2010). *The chiru of High Tibet*. New York: HarperCollins.
- Milway, K.S. (2008). *One hen: How one small loan made a big difference*. Tonawanda, NY: Kids Can Press Ltd.
- Mortenson, G. (2009). *Listen to the wind*. New York: Dial Books for Young Readers.
- Nelson, K. (2010). *Mama Miti: Wangari Maathai and the trees of Kenya*. New York: Simon & Schuster.
- Rapport, D. (2000). *Freedom river*. New York: Hyperion Books for Children.
- Simon, C. (1998). *Milton Hershey: Chocolate king, town builder*. New York: Grolier Publishing.
- Van Rynbach, I. & Shea, P. (2010). *The taxing case of the cows: A true story about suffrage*. Boston: Clarion Books.

Independent Research Invitations: Collected Biographies

- Alter, J. (1999). *Extraordinary women of the American West*. New York: Grolier Publishing.
- Chin-Lee, C. (2006). *Akira to Zoltan: Twenty-six men who changed the world*. Watertown, MA: Charlesbridge.
- Colman, P. (2006). *Adventurous women: Eight true stories about women who made a difference*. New York: Henry Holt and Company.
- Denenberg, D. & Roscoe, L. (2005). *50 American heroes every kid should meet*. Minneapolis, MN: Millbrook Press.
- Drucker, M. (2008). *Portraits of Jewish American heroes*. New York: Penguin Group.

- George-Warren, H. (2010). *The cowgirl way: Hats off to America's women of the West*. Boston: Houghton Mifflin Books for Children.
- Harness, C. (2003). *Rabble rousers: 20 women who made a difference*. New York: Penguin Young Readers Group.
- Krull, K. (2000). *Lives of extraordinary women: Rulers, rebels (and what the neighbors thought)*. San Diego: Harcourt Inc.
- Sinnott, S. (2003). *Extraordinary Asian Americans and Pacific Islanders*. Danbury, CT: Children's Press.
- Thimmesch, C. (2000). *Girls think of everything: Stories of ingenious inventions by women*. New York: Houghton Mifflin Company.

Poetry Invitation

- Hopkins, L.B. (1994). *Hand in hand: An American history through poetry*. New York: Simon & Schuster Books for Young Children.
- Hopkins, L.B. (1999). *Lives: Poems about famous Americans*. New York: HarperCollins.
- Nelson, M. (2001). *Carter: A life in poems*. Ashville, NC: Front Street.
- Katz, B. (2000). *We the people*. New York: HarperCollins.

Small-Group and Whole-Class Leveled Reading: Informational Text

- National Geographic Theme Set: Providing Goods (four levels). Monterey, CA: National Geographic.

Independent Invitations: Entrepreneurs

- Brown, M. (1990). *Arthur's pet business*. Boston: Little Brown & Company.
- James, E. (1979). *How to grow a hundred dollars*. New York: William Morrow & Co.
- O'Donnell Tubb, K. (2010). *Selling hope*. New York: Feiwel and Friends.

Independent Invitations: Money and Banking

- Axelrod, A. (1994). *Pigs will be pigs*. New York: Aladdin Paperbacks.
- Maestro, B. & Maestro, G. (1995). *The story of money*. New York: Houghton Mifflin Company.
- Murphy, P.J. (2005). *Earning money*. Minneapolis, MN: Learner Publications Company.
- Robinson, E. K. (2008). *Making cents*. New York: Tricycle Press.

Schwartz, D.M. (1994). *If you made a million*. New York: HarperCollins.

Independent Invitations: Markets and Competition

Chamberlin, M. & Chamberlin, R. (2006). *Mama Panya's pancakes: A village tale from Kenya*. Cambridge, MA: Barefoot Books.

Lipp, F. (2001). *The caged birds of Phnom Penh*. New York: Holiday House.

Independent Invitations: Producers and Consumers

Castañeda, O. S. (1993). *Abuela's weave*. New York: Lee and Low Books.

Cheng, A. (2002). *When the bees fly home*. Gardnier, ME: Tilbury House Publishers.

Kajikawa, K. (2000). *Yoshi's feast*. New York: DK Publishing.

Yonezu, Y. (2008). *A cup for everyone*. New York: Penguin Young Readers Group.

Independent Invitations: Goods and Services

dePaola, T. (1996). *Strega Nona meets her match*. New York: Putman & Grosset Group.

Hall, D. (1979). *Ox-Cart man*. New York: Penguin Group.

Holt, K.W. (2009). *Piper Reed gets a job*. New York: Henry Holt and Company.

Slobodkina, E. (1987). *Caps for sale: A tale of a peddler, some monkeys and their monkey business*. New York: HarperCollins.

Independent Invitations: Saving

Mathis, S.B. (1988). *The hundred penny box*. New York: Puffin.

McBrier, P. (2001). *Beatrice's goat*. New York: Simon & Schuster Publishers.

Mollet, T. M. (1999). *My rows and piles of coins*. New York: Clarion Books.

Viorst, J. (1978). *Alexander, who used to be rich last Sunday*. New York: Aladdin Publishers.

Williams, V.B. (1982). *A chair for my mother*. New York: Harper Children's.

Technology Invitations

International BrainPop UK. (1999). *Brain Pop Jr. Videos*. Retrieved from www.brainpopjr.com/socialstudies/economics/

United States Mint. *Education*. Retrieved from www.usmint.gov/education/

United States Federal Reserve. *Financial fundamentals*. Retrieved from www.federalreserveeducation.org/

KidsGov. (2011). *How paper for money is made*. Retrieved from kids.usa.gov/watch-videos/videos/money-factory/index.shtml

Econedlink. (2012). *You can bank on this!* Retrieved from www.econedlink.org/lessons/economic-lesson-search.php?type=educator&gid=2

Econedlink. (2012). *Toys for me*: Retrieved from www.econedlink.org/lessons/index.php?lid=517&type=student

The Hershey Company. *Hershey's videos: How we make chocolate*. Retrieved from www.hersheys.com/ads-and-videos/how-we-make-chocolate.aspx

Teaching and Learning Activities

Week 1: Interdependent World Economy

Group Description

These lessons are designed for individuals, pairs, small groups, and whole-group instruction.

Materials

- *All in Just One Cookie* by S. Goodman
- Contemporary Realistic Fiction text set
- Biography text set

- Chocolate-chip cookies
- Making \$en\$e of Money Journals

Objectives

Essential Questions

1. What is economics?
2. How do resources impact our needs and wants?
3. Why is money an essential component of an economy?
4. How is the world economy interdependent?
5. How have economies changed over time?

Common Core State Standards and Learning Goals Achieved

[Writing, Grade 3, Standard 1](#)

[Writing, Grade 3, Standard 2](#)

[Writing, Grade 4, Standard 1](#)

[Writing, Grade 4, Standard 2](#)

[Writing, Grade 5, Standard 1](#)

[Writing, Grade 5, Standard 2](#)

[Reading: Literature, Grade 3, Standard 1](#)

[Reading: Literature, Grade 3, Standard 2](#)

[Reading: Literature, Grade 3, Standard 3](#)

[Reading: Literature, Grade 3, Standard 4](#)

[Reading: Literature, Grade 4, Standard 1](#)

[Reading: Literature, Grade 4, Standard 2](#)

[Reading: Literature, Grade 4, Standard 3](#)

[Reading: Literature, Grade 4, Standard 4](#)

[Reading: Literature, Grade 5, Standard 1](#)

[Reading: Literature, Grade 5, Standard 2](#)

[Reading: Literature, Grade 5, Standard 3](#)

[Reading: Literature, Grade 5, Standard 4](#)

[Reading Foundational Skills, Grade 3, Standard 3](#)

[Reading Foundational Skills, Grade 3, Standard 4](#)

[Reading Foundational Skills, Grade 4, Standard 3](#)

[Reading Foundational Skills, Grade 4, Standard 4](#)

[Reading Foundational Skills, Grade 5, Standard 3](#)

[Reading Foundational Skills, Grade 5, Standard 4](#)

[Speaking and Listening, Grade 3, Standard 1](#)

[Speaking and Listening, Grade 3, Standard 2](#)

[Speaking and Listening, Grade 3, Standard 3](#)

[Speaking and Listening, Grade 3, Standard 6](#)

[Speaking and Listening, Grade 4, Standard 1](#)

[Speaking and Listening, Grade 4, Standard 2](#)

[Speaking and Listening, Grade 4, Standard 3](#)

[Speaking and Listening, Grade 4, Standard 6](#)

[Speaking and Listening, Grade 5, Standard 1](#)

[Speaking and Listening, Grade 5, Standard 2](#)

[Speaking and Listening, Grade 5, Standard 3](#)

[Speaking and Listening, Grade 5, Standard 6](#)

[Language, Grade 3, Standard 1](#)

[Language, Grade 3, Standard 2](#)

[Language, Grade 3, Standard 3](#)

[Language, Grade 3, Standard 4](#)

[Language, Grade 3, Standard 5](#)

[Language, Grade 3, Standard 6](#)

[Language, Grade 4, Standard 1](#)

[Language, Grade 4, Standard 2](#)

[Language, Grade 4, Standard 3](#)

[Language, Grade 4, Standard 4](#)

[Language, Grade 4, Standard 5](#)

[Language, Grade 4, Standard 6](#)

[Language, Grade 5, Standard 1](#)

[Language, Grade 5, Standard 2](#)

[Language, Grade 5, Standard 3](#)

[Language, Grade 5, Standard 4](#)

[Language, Grade 5, Standard 5](#)

[Language, Grade 5, Standard 6](#)

Indiana Social Studies Standards

• [Grade 3 Economics](#)

• [Grade 4 Economics](#)

• [Grade 5 Economics](#)

Procedures

Introduction to Unit

Anticipation Guide. As a pre-assessment activity, students read the statements listed in Figure 1 and decide

FIGURE 1. Unit Pre-Assessment Activity

Before Agree	Before Disagree	Statement	After Agree	After Disagree
		Money is power.		
		Resources do not impact our needs.		
		The United States Economy does not depend on other countries.		
		Individuals can make a difference in the economy.		

whether they agree or disagree with each one. After the unit, students revisit this anticipation guide and discuss the statements again, sharing information in the text that either supports or refutes each one.

Making \$en\$e of Money Journal. A journal/learning log entitled “Making \$en\$e of Money” will be used throughout the duration of this unit. Students will add insights and/or connections from the readings. The following are the contents of the learning log:

- Essential Questions (ongoing)
- Anticipation Guide (pre/post)
- Treasure Word Bank or Exclusion Brainstorming Activity (pre/post)
- Independent Reading Responses
- Fiction and Nonfiction Book Club Responses
- Biographical Poem
- Poetry Responses
- Guided Reading Nonfiction Responses
- National Geographic Leveled Reading Responses
- Reflections on the Field Trip
- Reflections on Culminating Activity Young Entrepreneurs’ Emporium
- Weekly “Money Talk” page in “Making \$en\$e of Money” Journal to explain what they learned shared each week with parents, parents make notes about the economics-related conversation they have, and then sign and return; students share what they discussed.

Teachers will use a checklist of standards for reading fiction and informational text as well as writing standards to guide their analysis of student written responses.

Treasure Hunt Word Bank or Exclusion Brainstorming. A pre and post treasure hunt word bank or exclusion brainstorming activity will be included in the journal. Students read the list of words in Figure 2 and decide which words are related to the topic of the unit and which ones are not related. Students draw circles around

FIGURE 2. Treasure Hunt Word Bank or Exclusion Brainstorming

budget	economy	entrepreneur	geography
scarcity	goods	immigration	business
industry	income	savings	consumer
producer	profit	climate	needs

the words they think are not related. After the culminating project of the unit, students look back on the vocabulary listed below and examine their journal to be sure that they include information for each term. If this list of words was used as an exclusion brainstorming activity, they look at the vocabulary list and make corrections based on their readings and experiences in the learning unit. They put checkmarks by related words and cross out unrelated words.

Graffiti Board. Teacher will write “economics” in the center of a page and students will write definitions/ words/phrases to show their understanding of the concept in web format. This strategy will be repeated at the end of the unit as a post assessment.

Reading Activities: *All in Just One Cookie*. After the introductory activities, a variety of reading modes (guided book clubs, interactive read-alouds, paired reading, whole class, and independent reading) will be utilized in this unit.

Think-Pair-Share. The teacher will provide students with chocolate chip cookies to eat and ask them to consider how they think cookies might be connected to the topic of economics. Students will write down their thoughts on a piece of paper, share their thoughts with a partner, and decide what to share with another pair. Groups of four will decide what to share with the whole class.

Interactive Read-Aloud. Each student will have access to a copy of *All in Just One Cookie*. Before reading independently, students will look at the cover and complete a quick write in response to the prompt: Why do you think the title is *All in Just One Cookie*? As a class, students will share and discuss their response to the prompt. The teacher will read aloud the first four pages of the book, which is a narrative of grandma baking cookies to introduce ingredients and the dog and cat conversing to begin research.

Paired Reading. Partners will select an ingredient of chocolate cookies discussed in the book, read that double-page spread, and create a web of the important details about that ingredient.

Readers Theatre. This script will be a collaborative text. The teacher will create script of the narrative text *All in Just One Cookie*. The students will contribute their informational paragraph about their ingredient. As partners share their informational paragraphs, they will place a marker on a world map to show where the ingredient originates.

After-Reading Discussion of Explicit Theme. Viewing the map, the teacher will lead a grand conversation about the explicit theme, “A world of ingredients has gone into each of Grandma’s cookies,” with questions to address the essential question: How is the world economy interdependent? (See the list of Objectives for this week for all essential questions.)

Introduction of Essential Questions. Each essential question will be posted on a separate paper. Key points will be added throughout the unit as they are discovered. Insights gained from *All in Just One Cookie* will be added as part of the introduction.

Guided Book Clubs. Book Clubs are like literature circles, but without the structure of assigned roles. Each book club will have instruction tailored to the specific novel and the needs of the group, including decoding, word recognition, vocabulary development, understanding figurative language, character analysis, and implementing comprehension strategies. Students will have ample opportunities to select texts throughout the unit. For example, prior to each small-group activity, brief book talks about the books will occur, and students will rank order their preference of book club to be a member.

Contemporary Realistic Fiction. After the teacher gives short book talks to introduce the guided reading book club choices, students will select one of the books listed in the guided reading club contemporary realistic fiction books listed in the “Texts” section for this unit. Then, the class as a whole will meet so that students can share their text analysis with their classmates and common themes will be discussed. This book club—and all book clubs in the unit—will conclude with a discussion of the following questions:

1. Entrepreneurs have to start with an idea for what they can do to make money. Their inspiration can come from various things. Perhaps it is a problem they want to solve. What inspired the entrepreneur(s) in your book club novel to start the business they chose?
2. What challenges did the entrepreneur(s) in your book club novel face?
3. What did the entrepreneur(s) in your book club novel learn about running a business?
4. What economic terms that we have discussed in class did you see in your book club novel? Explain each in detail. (Possible vocabulary terms include *supply and demand*, *producer*, *profit*, *loss*, *competition*, *loan*, *consumer*, *goods*, *advertising*, *investment*, *investor*, *resources*, and *services*.)
5. What are the top three character traits that you think an entrepreneur needs to have? Give a detailed explanation for each trait you choose.
6. Tell something that you learned or that your book club novel made you think about differently with regard to running a business or being an entrepreneur.

Biography. After reading one of the books listed in the guided reading biography section (see list in “Texts” section of this unit), each book club will have a discussion using questions 1–5 listed in the guided book club section as well as the following:

1. What text-to-text connections can you make between the biography and the novel you read?
2. Tell three important things you learned about the entrepreneur.

In class, the group will create a biography poem for the entrepreneur (see Figure 3 for details about the poem

FIGURE 3. Biography Poem Format and Sample

Biography Poem Format:	Sample: Abraham Lincoln
Born in _____	Born in Kentucky
Child of _____	Child of Tom and Nancy Lincoln
Lived in _____	Lived in a log cabin
Studied _____	Learned his lessons by candlelight
Overcame _____	Overcame lack of formal education
Worked as _____	Worked as a storekeeper, rail splitter, lawyer
Challenged by _____	Challenged by a fighting nation
Personal traits are/were _____	Personal traits were honesty and determination
Always _____	Always helped those who couldn't help themselves
Never _____	Never gave up on what he thought was right
Best-known for/Remembered as _____	Remembered as the 16th President of the United States

Note: Retrieved from <http://ettcweb.lrk12.nj.us/forms/biography.htm>

format and a sample) and a collage to accompany the poem. The collage may include pictures (found or drawn), quotes, words, etc. that will teach others about the entrepreneur. The class as a whole will meet so that students can share their projects with their classmates and common themes will be discussed. Completing the poem, collage, and sharing will take approximately 2–3 days.

Week 2: Economic Changes

Group Description

These lessons are designed for individuals, pairs, small groups, and whole-group instruction.

Materials

- *Rickshaw Girl*
- Picture Book Biography text set
- Collect Biographies text set
- Poetry Anthologies text set
- Making \$en\$e of Money Journals

Objectives

Essential Questions

1. What is economics?
2. How do resources impact our needs and wants?
3. Why is money an essential component of an economy?
4. How is the world economy interdependent?
5. How have economies changed over time?

Common Core State Standards and Learning Goals Achieved

[Reading: Informational Texts, Grade 3, Standard 1](#)
[Reading: Informational Texts, Grade 3, Standard 2](#)
[Reading: Informational Texts, Grade 3, Standard 3](#)
[Reading: Informational Texts, Grade 3, Standard 4](#)
[Reading: Informational Texts, Grade 3, Standard 5](#)
[Reading: Informational Texts, Grade 3, Standard 7](#)
[Reading: Informational Texts, Grade 3, Standard 9](#)
[Reading: Informational Texts, Grade 4, Standard 1](#)
[Reading: Informational Texts, Grade 4, Standard 2](#)
[Reading: Informational Texts, Grade 4, Standard 3](#)
[Reading: Informational Texts, Grade 4, Standard 4](#)
[Reading: Informational Texts, Grade 4, Standard 5](#)

[Reading: Informational Texts, Grade 4, Standard 7](#)
[Reading: Informational Texts, Grade 4, Standard 9](#)
[Reading: Informational Texts, Grade 5, Standard 1](#)
[Reading: Informational Texts, Grade 5, Standard 2](#)
[Reading: Informational Texts, Grade 5, Standard 3](#)
[Reading: Informational Texts, Grade 5, Standard 4](#)
[Reading: Informational Texts, Grade 5, Standard 5](#)
[Reading: Informational Texts, Grade 5, Standard 7](#)
[Reading: Informational Texts, Grade 5, Standard 9](#)

[Writing, Grade 3, Standard 1](#)
[Writing, Grade 3, Standard 2](#)
[Writing, Grade 3, Standard 7](#)
[Writing, Grade 3, Standard 8](#)
[Writing, Grade 4, Standard 1](#)
[Writing, Grade 4, Standard 2](#)
[Writing, Grade 4, Standard 7](#)
[Writing, Grade 4, Standard 8](#)
[Writing, Grade 4, Standard 9](#)
[Writing, Grade 5, Standard 1](#)
[Writing, Grade 5, Standard 2](#)
[Writing, Grade 5, Standard 7](#)
[Writing, Grade 5, Standard 8](#)
[Writing, Grade 5, Standard 9](#)

[Language, Grade 3, Standard 1](#)
[Language, Grade 3, Standard 2](#)
[Language, Grade 3, Standard 3](#)
[Language, Grade 3, Standard 4](#)
[Language, Grade 3, Standard 5](#)
[Language, Grade 3, Standard 6](#)
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[Language, Grade 4, Standard 6](#)
[Language, Grade 5, Standard 1](#)
[Language, Grade 5, Standard 2](#)
[Language, Grade 5, Standard 3](#)
[Language, Grade 5, Standard 4](#)
[Language, Grade 5, Standard 5](#)
[Language, Grade 5, Standard 6](#)

[Reading: Literature, Grade 3, Standard 1](#)
[Reading: Literature, Grade 3, Standard 3](#)
[Reading: Literature, Grade 3, Standard 5](#)
[Reading: Literature, Grade 3, Standard 10](#)
[Reading: Literature, Grade 4, Standard 1](#)
[Reading: Literature, Grade 4, Standard 3](#)
[Reading: Literature, Grade 4, Standard 10](#)
[Reading: Literature, Grade 5, Standard 1](#)
[Reading: Literature, Grade 5, Standard 3](#)
[Reading: Literature, Grade 5, Standard 10](#)

[Speaking and Listening, Grade 3, Standard 1](#)
[Speaking and Listening, Grade 3, Standard 2](#)
[Speaking and Listening, Grade 3, Standard 3](#)
[Speaking and Listening, Grade 3, Standard 5](#)
[Speaking and Listening, Grade 3, Standard 6](#)
[Speaking and Listening, Grade 4, Standard 1](#)
[Speaking and Listening, Grade 4, Standard 2](#)
[Speaking and Listening, Grade 4, Standard 3](#)
[Speaking and Listening, Grade 4, Standard 5](#)
[Speaking and Listening, Grade 4, Standard 6](#)
[Speaking and Listening, Grade 5, Standard 1](#)
[Speaking and Listening, Grade 5, Standard 2](#)
[Speaking and Listening, Grade 5, Standard 3](#)
[Speaking and Listening, Grade 5, Standard 5](#)
[Speaking and Listening, Grade 5, Standard 6](#)

[Reading Foundational Skills, Grade 3, Standard 4](#)
[Reading Foundational Skills, Grade 4, Standard 4](#)
[Reading Foundational Skills, Grade 3, Standard 4b](#)
[Reading Foundational Skills, Grade 4, Standard 4b](#)
[Reading Foundational Skills, Grade 5, Standard 4b](#)

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Procedures

Literacy Stations. Depending on your schedule, students can participate in one, two, or all three literacy stations described below.

Picture Book Biographies. Students will select two of the picture book biographies (see list in texts section) to

compare. During reading, students will create a timeline of the major events with quotes from each picture book biography. After reading both books, students will compare them using a T-chart. Students will present their comparisons to the whole class followed by a whole-class discussion about the connections to the unit objectives. Students could also make connections: text-to-self (“What connections can you make between the text and something in your own life?”), text-to-text (“What connections can you make between this text and another book you/we have read?”), and text-to-world (“What connection can you make between this text and something in the real world?” i.e., current or historical events, T.V., movie).

Collected Biographies. Students (individual or with a partner) will preview the collected biographies (see list in texts section) and select a person who they are able to connect to one of the unit’s enduring understandings or essential questions. Students will research online sources for additional information. Students will create either a cube in which they Describe, Compare, Associate, Analyze, Apply, and Argue to demonstrate understandings connected to unit objectives or a book box in which they include artifacts. Students can use this information for “hot seat” presentations that occur at the end of the week. Additional writing could consist of the students comparing and contrasting two individuals or create a poem about the person. Presentations and writing would be followed by grand conversations.

Poetry Anthologies. Students (individual or with a partner) will read through poetry collections (see list in the texts section) and select poems that they are able to connect to one of the unit’s enduring understandings or essential questions. Students will choose and create either a personal poetry specialized collection or a class collaborative specialized poetry collection. With each selected poem, students will create a page (separate from their Making \$en\$e of Money Journal) for the poetry specialized collection. They will choose a poem that they connect to the unit’s enduring understandings/essential questions. On this page, they will write a 3–5 statement explanation of the connection they made to the unit’s enduring understandings or essential questions and illustrate the poem. Students will develop fluency by choosing one of the poems to practice for performance (individual—dramatic or partner—choral). Students will perform the poems, and the class will have a grand conversation about unit understandings. Students can use the poems as a springboard for further research on the topic/individual. The poems can also be used as

models for students to writing their own poem in response to other books in the text set.

Technology Invitations. Online research opportunities will be available for students to complete independent reading on various websites such as those listed in section 2. Students can use iPads or other technology to write responses pertaining to each of the essential questions in a classroom blog as a way to further their understanding of the essential questions.

Entrepreneur Research Project. Students will choose an entrepreneur to research. Students will be given a list of entrepreneurs from which to choose, but they also have the option of meeting with the teacher to discuss an idea for an entrepreneur who may not appear on the list. The list given to students will include nationally well-known entrepreneurs as well as some successful local/regional entrepreneurs: Eli Lilly, Bill Cook, Orville Redenbacher, the Ball brothers, Scott Jones, Bill Gates, Ray Kroc, Milton Hershey, J.W. Marriott, Henry Ford, Ben Cohen and Jerry Greenfield, Debbi Fields, Vera Wang, Will Keith Kellogg, the Simon family, and Sarah Breedlove Walker (a.k.a., Madam C.J. Walker). The final product will be a biography poem and collage like what was modeled in the group book club activity. Students will present their projects to the class.

Interactive Read-Aloud: *Rickshaw Girl*. Before reading, the setting of the book (Bangladesh) will be discussed by locating it on a map and talking about the country. Key vocabulary (such as *rickshaw* and *alpanas*) will also be discussed.

After the reading, engage the class in discussion, focusing on the following topics:

1. Compare and contrast a girl's life in Bangladesh with a girl's life in the United States. The teacher will write their responses in a Venn diagram or double-bubble graphic organizer.
2. What are your thoughts about Naima's mother's comments such as, "If only one of our girls had been a boy." What about her father's response? How did overhearing these conversations influence Naima's behavior in the novel?
3. What challenges did the widow face as a female business owner?
4. How did Naima's mother change in the novel?
5. Why was Mother's bangle significant in the novel?
6. Why do you think traditional banks don't want to loan money to people who aren't already running a

successful business? Do you agree with these rules? Why or why not?

Week 3: Making Sense of Money

Group Description

These lessons are designed for individuals, pairs, small groups, and whole-group instruction.

Materials

- *Show Me the Money: How to Make Cents of Economics*
- Fiction Picture Books text set
- Making \$en\$e of Money Journals

Objectives

Essential Questions

1. What is economics?
2. How do resources impact our needs and wants?
3. Why is money an essential component of an economy?
4. How is the world economy interdependent?
5. How have economies changed over time?

Common Core State Standards and Learning Goals Achieved

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[Reading: Literature, Grade 3, Standard 3](#)

[Reading: Literature, Grade 4, Standard 1](#)

[Reading: Literature, Grade 4, Standard 3](#)

[Reading: Literature, Grade 5, Standard 1](#)

[Reading: Literature, Grade 5, Standard 3](#)

[Speaking and Listening, Grade 3, Standard 1](#)

[Speaking and Listening, Grade 3, Standard 2](#)

[Speaking and Listening, Grade 3, Standard 3](#)

[Speaking and Listening, Grade 3, Standard 5](#)

[Speaking and Listening, Grade 3, Standard 6](#)

[Speaking and Listening, Grade 4, Standard 1](#)

[Speaking and Listening, Grade 4, Standard 2](#)

[Speaking and Listening, Grade 4, Standard 3](#)

[Speaking and Listening, Grade 4, Standard 5](#)

[Speaking and Listening, Grade 4, Standard 6](#)

[Speaking and Listening, Grade 5, Standard 1](#)

[Speaking and Listening, Grade 5, Standard 2](#)

[Speaking and Listening, Grade 5, Standard 3](#)
[Speaking and Listening, Grade 5, Standard 5](#)
[Speaking and Listening, Grade 5, Standard 6](#)

[Language, Grade 3, Standard 1](#)
[Language, Grade 3, Standard 2](#)
[Language, Grade 3, Standard 3](#)
[Language, Grade 3, Standard 4](#)
[Language, Grade 3, Standard 5](#)
[Language, Grade 3, Standard 6](#)
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[Language, Grade 5, Standard 1](#)
[Language, Grade 5, Standard 2](#)
[Language, Grade 5, Standard 3](#)
[Language, Grade 5, Standard 4](#)
[Language, Grade 5, Standard 5](#)
[Language, Grade 5, Standard 6](#)

[Reading: Informational Texts, Grade 3, Standard 1](#)
[Reading: Informational Texts, Grade 3, Standard 2](#)
[Reading: Informational Texts, Grade 3, Standard 3](#)
[Reading: Informational Texts, Grade 3, Standard 4](#)
[Reading: Informational Texts, Grade 3, Standard 5](#)
[Reading: Informational Texts, Grade 3, Standard 7](#)
[Reading: Informational Texts, Grade 4, Standard 1](#)
[Reading: Informational Texts, Grade 4, Standard 2](#)
[Reading: Informational Texts, Grade 4, Standard 3](#)
[Reading: Informational Texts, Grade 4, Standard 4](#)
[Reading: Informational Texts, Grade 4, Standard 5](#)
[Reading: Informational Texts, Grade 4, Standard 7](#)
[Reading: Informational Texts, Grade 5, Standard 1](#)
[Reading: Informational Texts, Grade 5, Standard 2](#)
[Reading: Informational Texts, Grade 5, Standard 3](#)
[Reading: Informational Texts, Grade 5, Standard 4](#)
[Reading: Informational Texts, Grade 5, Standard 5](#)
[Reading: Informational Texts, Grade 5, Standard 7](#)

[Reading Foundational Skills, Grade 3, Standard 3](#)
[Reading Foundational Skills, Grade 3, Standard 4](#)

[Reading Foundational Skills, Grade 4, Standard 3](#)
[Reading Foundational Skills, Grade 4, Standard 4](#)
[Reading Foundational Skills, Grade 5, Standard 3](#)
[Reading Foundational Skills, Grade 5, Standard 4](#)

[Writing, Grade 3, Standard 2](#)
[Writing, Grade 3, Standard 3](#)
[Writing, Grade 3, Standard 4](#)
[Writing, Grade 3, Standard 5](#)
[Writing, Grade 3, Standard 6](#)
[Writing, Grade 4, Standard 2](#)
[Writing, Grade 4, Standard 3](#)
[Writing, Grade 4, Standard 4](#)
[Writing, Grade 4, Standard 5](#)
[Writing, Grade 4, Standard 6](#)
[Writing, Grade 5, Standard 2](#)
[Writing, Grade 5, Standard 3](#)
[Writing, Grade 5, Standard 4](#)
[Writing, Grade 5, Standard 5](#)
[Writing, Grade 5, Standard 6](#)

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Picture Storybook Interactive Read-Alouds or Listening Stations. Fiction picture books will be incorporated to provide students with opportunities to develop understandings of business concepts as they connect to fictional characters contending with an aspect of business. The fiction picture books were selected to introduce vocabulary through a fictional character and provide a bridge of understanding to the concepts presented in the informational texts.

Before Reading: Quick-Write Prediction (individual, pair, or in a small group). Have students examine the cover and think about the title. Have them respond to the prompt: How do you think the story will help us understand economics? Students can refer to the Vocabulary Treasure Hunt Word Bank (see Figure 1) as they answer.

During Reading: Open-Mind Portrait or Web of the Main Character (individual, pair, or in a small group). Students write and/or draw about the character's thoughts at key points in the story, adding words connected to economics and character's traits.

After Reading: Written Response (individual, pair, or small group). Have students explain any connections they have to the story (text to self; text to text; and/or text to world). Have them explain how economics is included in this story, and include words from the vocabulary word bank (see Figure 1) in their explanations.

Think-Pair-Share (pair to small group or whole class). Have students share and discuss their open-mind portraits or webs. Ask them to share predictions and discuss theme of the story and have them make connections to vocabulary in the word bank.

Grand Conversation (small group or whole class). Ask students, “What text-to-self connections did you make to the story?” Students will read the passage and share their connection. Then ask students, “How does this story help us understand the answers to our essential questions?” Have them use their answers as a springboard to add insights to developing essential question answers. Discuss and add to charts in their Making \$en\$e of Money Journal.

Whole-Class Guided Reading: *Show Me the Money: How to Make Cents of Economics*. Modeling of specific informational text reading strategies will occur in a whole-class setting and then students will have an opportunity to practice these reading strategies with a partner and independently. The following are several examples of questions and strategies for some sections.

What Is Money? (p. 8–9). *Strategy:* Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as a basis of the answers.

1. What are the three primary uses of money?
2. For each of the three ways we use money, write one example of how YOU have used money in that way.

What Do You Want? (p. 38–39) and What Do You Need? (p. 40–41). *Strategy:* Use information gained from illustrations and text to demonstrate understanding of the text.

1. Write about a time when you had to make a choice about how to spend money. Be sure to tell which item you chose and why you made that final choice.
2. What is the difference between a want and a need?
3. Write about time when you wanted to meet a need with a luxury and you had to settle for something less.

Man with a Plan (p. 54–55). *Strategy:* Determine the main idea and explain how it is supported by key details.

1. What is an entrepreneur?
2. What was the most important decision Mike had to make? Why was that decision so important?

The Global Economy (p. 60–61). *Strategy:* Distinguish students’ own point of view from that of the author of a text.

1. What does the term “global village” mean?
2. How would your life be different if we did not have a global economy?

The Long Journey to Market (p. 82–83). *Strategy:* Summarize the text.

1. Summarize each of the five important steps for a successful business. Briefly tell what happens during each step.
2. The book uses the metaphor “business is a game.” Using what you have learned about business from this book, tell why this is an appropriate metaphor.

Week 4: Economic Choices

Group Description

These lessons are designed for individuals and whole-group instruction.

Materials

- Nonfiction text sets
- *Providing Goods*. National Geographic Theme Set
- Making \$en\$e of Money Journals

Objectives

Essential Questions

1. What is economics?
2. How do resources impact our needs and wants?
3. Why is money an essential component of an economy?
4. How is the world economy interdependent?
5. How have economies changed over time?

Common Core State Standards and Learning Goals Achieved

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[Reading: Informational Texts, Grade 3, Standard 2](#)

[Reading: Informational Texts, Grade 3, Standard 3](#)

[Reading: Informational Texts, Grade 3, Standard 4](#)

[Reading: Informational Texts, Grade 3, Standard 5](#)

[Reading: Informational Texts, Grade 3, Standard 7](#)
[Reading: Informational Texts, Grade 4, Standard 1](#)
[Reading: Informational Texts, Grade 4, Standard 2](#)
[Reading: Informational Texts, Grade 4, Standard 3](#)
[Reading: Informational Texts, Grade 4, Standard 4](#)
[Reading: Informational Texts, Grade 4, Standard 5](#)
[Reading: Informational Texts, Grade 4, Standard 7](#)
[Reading: Informational Texts, Grade 5, Standard 1](#)
[Reading: Informational Texts, Grade 5, Standard 2](#)
[Reading: Informational Texts, Grade 5, Standard 3](#)
[Reading: Informational Texts, Grade 5, Standard 4](#)
[Reading: Informational Texts, Grade 5, Standard 5](#)
[Reading: Informational Texts, Grade 5, Standard 7](#)

[Reading Foundational Skills, Grade 3, Standard 3](#)
[Reading Foundational Skills, Grade 3, Standard 4](#)
[Reading Foundational Skills, Grade 4, Standard 3](#)
[Reading Foundational Skills, Grade 4, Standard 4](#)
[Reading Foundational Skills, Grade 5, Standard 3](#)
[Reading Foundational Skills, Grade 5, Standard 4](#)

[Writing, Grade 3, Standard 2](#)
[Writing, Grade 3, Standard 4](#)
[Writing, Grade 3, Standard 5](#)
[Writing, Grade 3, Standard 6](#)
[Writing, Grade 4, Standard 2](#)
[Writing, Grade 4, Standard 4](#)
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[Writing, Grade 4, Standard 6](#)
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[Writing, Grade 5, Standard 4](#)
[Writing, Grade 5, Standard 5](#)
[Writing, Grade 5, Standard 6](#)

[Speaking and Listening, Grade 3, Standard 1](#)
[Speaking and Listening, Grade 3, Standard 2](#)
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[Speaking and Listening, Grade 3, Standard 6](#)
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[Speaking and Listening, Grade 5, Standard 1](#)
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[Language, Grade 3, Standard 1](#)
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[Language, Grade 5, Standard 6](#)

Indiana Social Studies Standards

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Procedures

Independent Reading. Students will have the opportunity to choose books from the Independent Invitations book list on economics to read and write responses to reflect upon the enduring understandings and essential questions for the unit in their Making \$en\$e of Money Journal. Several of their journal responses will have prompted questions to reinforce the standards learned in previous lessons (e.g., determine the main idea and explain how it is supported by key details).

National Geographic Theme Set: *Providing Goods*. This leveled theme set will be used to teach some of the social studies economics content standard (see unit overview table). There are four leveled texts in the set so that the teacher can provide differentiated instruction: From

Cotton to Blue Jeans (Level 1); From Trees to Paper (Level 2); From Wheat to Bread (Level 3); and From Cows to Ice Cream (Level 4). Although each text focuses on a different good, all four texts have the same key concepts, big ideas, key vocabulary, visual literacy skills, and comprehension focus so that the entire class can have a common discussion. Individual texts have their own topic-specific vocabulary lists with opportunities for direct instruction about using context clues and a glossary. The key concepts listed below will be the focus of discussions during small group guided reading instruction.

- Key Vocabulary: *supply, demand, raw material, production, distribution, goods*
- Visual Literacy: Flow Diagram
- Comprehension Focus: Making Connections
- Key Concepts:
 1. What is made is determined by supply and demand?
 2. There are different processes involved in the production and distribution of various goods.
 3. Finished goods are produced by gathering, transporting, and processing raw materials.

Culminating Project: Young Entrepreneurs' Emporium

In preparation for the culminating activity, the students will take a field trip to a business, such as a candy factory. The students will interview employees at the candy factory. The focus is for the student to record information about this field trip in order to write a page for our class book. This book will be published. A video of the field trip with students' narration will also be produced.

As a culminating activity, students will apply all that they have learned from this unit and become an entrepreneur for the class's "Young Entrepreneurs' Emporium."

On the day of the event, students in younger classes will be invited to visit the Emporium and "buy" (using \$20 of play money issued to them) goods and services. As they prepare for this event, students will revisit content in *Show Me the Money: How to Make Cents of Economics* as well as the biographies and guided reading books. Students will receive their own "business portfolio" that will guide them through the following steps:

1. Deciding on a good or service they want to offer at the Young Entrepreneurs' Emporium.
2. Writing a business proposal to their parents requesting start-up money (limit of \$20 real money).
3. Writing a persuasive advertisement (commercial) to be videoed in class and shown to the younger students during the week before the event. (Mini-lessons about advertising and persuasive writing will be taught in class.)
4. Creating signage for their booth at the Young Entrepreneurs' Emporium. This will include pricing (although pricing may be adjusted throughout the course of Emporium Day).
5. Creating the product (if they are selling a good) or determining supplies (if needed for a service).
6. Creating an expense report and a profit/loss sheet to be submitted after the event. They will also complete a reflection in their Making \$en\$e of Money journal.

Assessment

Formative and summative assessment will occur throughout the unit. Rubrics will be shared and discussed with the students as they complete each aspect of the unit (see Figures 4 through 8). For example, during the guided book clubs, students will be introduced to the Contemporary Realistic Fiction Rubric for Guided Book Clubs (see Figure 4). In order to promote student

FIGURE 4. Contemporary Realistic Fiction Rubric for Guided Book Clubs: Reading Standards for Literature

	Penny	Nickel	Dime	Quarter
Key Ideas and Details RL Grades 3–5: 1	Unable to ask or answer questions, gives inappropriate or off topic responses	Beginning to ask and answer questions; unable to support with evidence from the text	Can ask and answer questions and begin to provide evidence from the text	Asks and answers different types of questions; finds evidence in the text to support questions and answers
Craft and Structure RL Grades 3–5: 4	Unable to determine meaning of words and phrases used in a text	Beginning to determine meaning of words and phrases used in a text	Can determine meaning of words and phrases used in a text	Can determine meaning of words and phrases used in a text including figurative language
Integration of Knowledge and Ideas RL Grades 3–5: 9	Unable to make connections to the text	Beginning to make connections to the text	Can make connections to the text	Can make connections across several texts

FIGURE 5. Rubric for Guided Book Clubs: Reading Standards for Informational Text Grades 3-5

	Penny	Nickel	Dime	Quarter
Key Ideas and Details RI Grades 3–5: 2	Unable to determine main idea of a text	Beginning to determine the main idea of a text and includes a few details to support it	Can determine the main idea and explain how it is supported by key details	Can determine the main idea and explain how it is supported by key details and summarize the text
Craft and Structure RI Grades 3–5: 5	Unable to use text features to locate information	Beginning to use text features to locate information	Can use text features to locate information	Can use text features and text structures to locate information and enhance comprehension
Integration of Knowledge and Ideas RI Grades 3–5: 9	Unable to compare and contrast the most important points and key ideas presented in two texts on the same topic	Beginning to compare and contrast the most important points and key ideas presented in two texts on the same topic	Can compare and contrast the most important points and key ideas presented in two texts on the same topic	Can compare and contrast the most important points and key ideas presented in more than two texts on the same topic

FIGURE 6. Rubric for Biographical Poem

	Penny	Nickel	Dime	Quarter
Write a poem using precise language and domain specific vocabulary to inform or explain the topic. W: Grades 3–5: 2	Unable to write a poem using precise language and domain specific vocabulary to inform or explain the topic	Beginning to write a poem using precise language and domain specific vocabulary to inform or explain the topic	Can write a poem using precise language and domain specific vocabulary to inform or explain the topic	Can write a poem using precise language and domain specific vocabulary to inform or explain the topic
Write a poem to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W: Grades 3–5: 2	Unable to write a poem to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	Beginning to write a poem to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	Can write a poem to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	Can write a poem to develop the topic with many facts, definitions, concrete details, quotations, or other information and examples related to the topic

FIGURE 7. Culminating Project: Young Entrepreneurs' Emporium

	Penny	Nickel	Dime	Quarter
Selection of product/service W: Grades 3–5: 2	No evidence of using consumer research to build and present knowledge about a product or service	Little evidence of using consumer research to select product/service	Some evidence of using consumer research to select product/service	A lot of evidence of using consumer research to select product/service
Writing business proposal W: Grades 3–5: 2b	No evidence of using economic concepts in business proposal	Little evidence of using economic concepts in business proposal	Some evidence of using economic concepts in business proposal	A lot of evidence of using economic concepts in business proposal
Writing persuasive advertisement (commercial) W: Grades 3–5: 1	No evidence of persuasive information in commercial	Little evidence of persuasive reasons in commercial	Some evidence of persuasive reasons in commercial	A lot of evidence of persuasive reasons in commercial that are supported by facts and details
Reflective writing Writing W: Grades 3–5: 7	No evidence of using economic concepts in conducting short research project in written responses	Little evidence of using economic concepts in conducting short research project in written responses	Some evidence of using economic concepts in conducting short research project in written responses	A lot of evidence of using economic concepts in conducting short research project in written responses

FIGURE 8. Observation Log for Economy Unit-Group Discussions

Student Name	Contributed Meaningfully to Group Discussion CC 3.RI.1, 3.RI.2, 3.RI.3, 3.RI.6	Used Key Vocabulary CC 3.RI.4	Generated a Meaningful Question CC 3.RI.1	Listened Attentively CC 3.SL.1, 3.SL.2, 3.SL.3	Comments

self-assessment, students will assess themselves using these rubrics and compare them to the teacher’s final assessment. These assessments are aligned to the ELA Common Core Standards.

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About the Authors



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